



ENVIRONMENTAL EDUCATION: HIGH SCHOOL & COLLEGE (AGES 14+)

**IMPACT OK!
OFFICIAL RULES &
GUIDELINES
2026-2027**

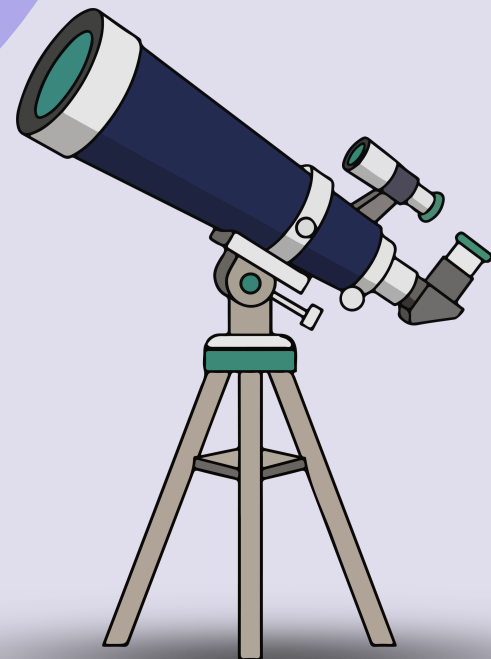


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PROGRAM OVERVIEW

Impact Oklahoma! challenges high school and college students to go beyond awareness and take real action. Students identify an environmental issue on their campus or in their community, design and implement a solution, document their impact, and create a campaign to inspire others to get involved.

This is a competition for students who are ready to lead. Whether your issue is litter on campus or in a local park, declining water quality, or loss of native habitat, we want to see you identify the problem, build a plan, put it into action, and show us what changed. A \$1,200 scholarship is awarded to each division winner.

WHAT'S NEW THIS YEAR

If you participated in Impact (Formally End Litter) last year, welcome back! A few things have changed this year. These guidelines lay it all out, but don't hesitate to email education@keepok.org with questions.

1. **New curriculum across 5 topics that is totally free.** Impact now comes with curriculum including vocab, discussion prompts, activities, and more, all ready to use covering these topics: Water Quality, Wildlife & Habitat, Litter & Recycling, Native Plants, and Pollinator. Explore it and dig in!
2. **Registration and submission are now one step.** No more registering in the fall and submitting separately in winter. There's just one form, one deadline, and longer to make a great project!
3. **New timeline.** Dates have shifted from past years, so double-check them in the timeline below.
4. **Voting has changed.** In past years, all entries were posted publicly for a week of online voting, and the top three vote-getters became finalists before judges picked a winner. This year, KOB staff select the finalists directly. Those finalists go into a public Community Favorite Award vote. The actual contest winner is chosen separately by KOB staff.
5. **A bigger project, a bigger impact.** Impact used to be a 45-second PSA video about littering. This year, students run a full campaign! Final submissions are a campaign video or a poster series.

CONTEST TIMELINE



Competition Opens

August 11

Competition Closes - Submissions DUE

January 31

Judging Period

February 1-5

Community Favorite Voting

February 8-12

Winner Announced and Honored

March 2027 at the
Student Environmental Champions Awards

ELIGIBILITY & HOW TO ENTER

High school and college students in Oklahoma public, private, and parochial institutions, as well as those who are a part of any extracurricular group (Boy Scouts, library, etc.) and home-schooled, are eligible to participate. Entries may be submitted by an individual or by a group of **maximum of 6 participants**. If groups are larger than 6 participants we ask you to split into two or more groups. Each group must work and submit entries separately, but may be represented by the same teacher/adult supervisor.

To participate in the contest, entrants must submit their project and the accompanying essay within the designated period (August 11-January 31) listed in the contest timeline..

Entrants retain ownership of their physical project. Winning pieces may be displayed at the Student Environmental Champions Awards.

By entering, participants agree that submissions may be used by Keep Oklahoma Beautiful (KOB) and its sponsors on websites and social media for public viewing. Entrants grant KOB a perpetual, exclusive license to publish, display, or otherwise use submitted photos and essays without further notice or compensation. KOB may choose not to post all submissions. By submitting, entrants agree to indemnify and hold harmless KOB and its sponsors from any claims, damages, or legal expenses related to the use of submitted materials.

PROJECT GUIDELINES

**Students will choose one of the following environmental topics:
litter & waste reduction, pollinators, native plants,
wildlife & habitat, or water quality.**

All entries must include a **completed Impact Oklahoma! Project Planning Template and Data/Impact Sheet**, which walk students through identifying their issue, planning their solution, implementing it, and measuring results. Both documents are available in the competition folder.

Submission package must include all of the following:

- Completed project planning template
- Completed data/impact sheet
- Written report (600–900 words) — see guidelines below
- Awareness piece: a campaign video (5 minutes or less) or a poster series (minimum 3 pieces)

Written Report Guidelines:

- Report must be between 600–900 words and be entirely original work.
- Report should address the following: What environmental issue did you choose, and why does it matter in your community? What solution did you design and implement? Walk us through your process: what worked, what didn't, and what you adjusted. What did your data show? How did you measure impact? What would you tell other students or community members who want to take action on this issue?
- Report must be submitted in either .pdf or .docx format.

SUBMISSION & JUDGING

SUBMISSION

Submission of a physical project is *not required for contest judging*. To complete an entry, participants must upload all required documents to the provided submission link during the period outlined in the contest timeline. **Submission Requirements:**

- All work must be original and created solely for this competition.
- Entries must not include brand names, logos, or third-party trademarks. School or university name may be included.
- **Files should be named with the school/organization name and student name (e.g., OU-JaneDoe-Report.pdf).**

JUDGING PROCESS

All entries will be reviewed and scored by KOB staff using the official rubric. Staff will select 3 finalists per division based on rubric scores. (See rubric below and on the competition webpage)

Finalists from all divisions will then be shared publicly for a Community Favorite vote - a separate recognition that does not affect the main competition outcome.

PRIZES

Finalists will be recognized with a certificate and a celebration hosted by KOB staff — details TBD. Division winners will receive a \$1200 scholarship and will be invited to the 3rd Annual Student Environmental Champions Awards for an awards ceremony including a free meal and a day at the venue (Previous year's venues: Jenks Aquarium & OKC Zoo)!

RUBRIC

Category	5 - Exeptional	4 - Excellent	3 - Proficient	2 - Developing	1 - Beginning
Planning & Issue Identification / 5	The environmental issue is clearly defined with compelling, specific context. The project planning template is thorough and reflects genuine strategic thinking about approach, timeline, and anticipated challenges.	The issue is well-defined and the planning template is complete. The plan shows clear thought about how to approach the project.	The issue is identified and the planning template is mostly complete. The plan is adequate but lacks some specificity or depth.	The issue is broadly stated and the planning template is incomplete or vague. There is limited evidence of structured planning.	The issue is unclear or not defined. The planning template is missing or does not reflect meaningful preparation.
Implementation & Evidence/ 5	The solution was clearly implemented in the real world. Documentation is rich and compelling — photos, records, or other evidence paint a vivid picture of the work done and obstacles navigated.	The solution was implemented and documentation clearly supports this. Evidence shows a real, sustained effort.	Implementation is evident. Documentation is present but may be limited or inconsistent in showing the full scope of the work.	Some implementation is suggested but documentation is thin. It is difficult to assess the extent of the real-world effort.	Little to no evidence of real-world implementation. The project appears to be a plan only, with no documented action taken.
Measurable Impact / 5	Impact is clearly and compellingly documented. The data/impact sheet is thorough and results are specific, honest, and meaningfully interpreted — including what worked, what didn't, and what was learned.	Impact is well-documented. The data/impact sheet is complete and results are clearly communicated with honest reflection.	Some impact is documented. The data/impact sheet is present but results may be limited in scope or lacking reflection.	Impact documentation is incomplete or vague. The data/impact sheet is partially filled out and results are hard to assess.	No meaningful impact is documented. The data/impact sheet is missing or does not reflect actual results.
Awareness Piece & Written Report / 5	The awareness piece is polished, persuasive, and inspiring — it tells the full story of the project and motivates others to act. The written report is insightful, thorough, and addresses all prompt elements with sophistication.	The awareness piece effectively communicates the project and its impact. The written report is well-written and addresses all parts of the prompt clearly.	The awareness piece communicates the project adequately. The written report addresses most of the prompt but some areas lack depth.	The awareness piece is underdeveloped or unclear. The written report is present but partially addresses the prompt or lacks organization.	The awareness piece is missing or does not relate to the project. The written report is missing, too brief, or does not address the prompt.

OKLAHOMA ACADEMIC STANDARDS FOR SCIENCE

Below is a list of Oklahoma Academic Standards for science curriculums where incorporation of this program is compatible. **This list is not exhaustive**, and we encourage educators to expand their lessons to subjects outside of the “Earth and Human Activity” standards. More information on the Oklahoma Academic Standards of Excellence can be found on the Oklahoma State Department of Education website.

7.ESS3.3 Earth and Human Activities

Disciplinary Core Ideas: Human activities have significantly altered the biosphere, sometimes damaging or destroying natural habitats and causing the extinction of other species. But changes to Earth’s environments can have different impacts (negative and positive) on different living things. Typically, as human populations and per-capita consumption of natural resources increase, so do the negative impacts on Earth unless the activities and technologies involved are engineered otherwise.

Performance Expectations: Apply scientific principles to design a method for monitoring and minimizing human impact on the environment.

Clarification Statement: Examples of the design process include examining human environmental impacts, assessing the kinds of solutions that are feasible, and designing and evaluating solutions that could reduce that impact. Examples of human impacts can include water usage (such as the withdrawal of water from streams and aquifers or the construction of dams and levees), land usage (such as urban development, agriculture, or the removal of wetlands), and pollution (such as of the air, water, or land).

OKLAHOMA ACADEMIC STANDARDS FOR SCIENCE CONT.

7.ESS3.4 Earth and Human Activities

Disciplinary Core Ideas: Typically, as human populations and per-capita consumption of natural resources increase, so do the negative impacts on Earth unless the activities

and technologies involved are engineered otherwise.

Performance Expectations: Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.

Clarification Statement: Examples of evidence include grade-appropriate databases on human populations and the rates of consumption of food and natural resources (such as freshwater, mineral, and energy). Examples of impacts can include changes to the appearance, composition, and structure of Earth's systems as well as the rates at which they change. The consequences of increases in human populations and consumption of natural resources are described by science, but science does not make the decisions for the actions society takes

Keep Oklahoma Beautiful reserves the right to change, update, or otherwise amend these rules & guidelines at any time.